DOCUMENT RESUME

ED 341 521 PS 020 328

AUTHOR Orenstein, Fran
TITLE Implementation of an Intergenerational Program To Reduce Staff Turnover and Increase Qualified Personnel in Preschool Programs.
PUB DATE 91
NOTE 48p.; Ed.D. Practicum, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Administrators; *Child Caregivers; *Day Care Centers; Educational Innovation; Employment Practices; Family Day Care; *Intergenerational Programs; Job Training; *Occupational Information; Older Adults; Preschool Education; *Preschool Teachers; Seminars

ABSTRACT

The purpose of this practicum was to offer intergenerational programming as an alternative solution to the problem of high job turnover, low staff retention, and lack of qualified personnel to fill vacancies in preschool programs. One county was chosen as the focus for the program and three seminars were designed to introduce the concept to preschool administrators and to motivate and educate older workers. Community agencies and resources were identified as co-sponsors for the project. Brochures and flyers were sent out through these agencies to child care administrators and senior citizens in the county. Speakers and presenters were engaged to provide information on intergenerational programs, the need for such programs, training, recruitment, and personal experiences. Results showed that all objectives were met. Twenty-four older adults attended two seminars and their feedback and interest in child care as an option for volunteer or paid employment illustrated the viability of this program. Child care administrators who attended the two seminars also expressed an interest in using older adults as child care workers in their programs or as family day care providers. (Author/SH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED341521

Implementation of an Intergenerational Program to Reduce Staff Turnover and Increase Qualified Personnel in Preschool Programs.

by

Fran Orenstein

Cluster XLIV

PS 020328

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Fran Orenstein

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

A Practicum I Report presented to the
Ed.D. Program in Child and Youth Studies
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

BEST COPY AVAILABLE

PRACTICUM APPROVAL SHEET

This practicum took place as described.

Verifier:

Roberta W. Francis
Roberta W. Francis

Director
Title

NJ. Division on Women CN801
Address
Trenton, NJ 08625

12-2-91
Date

This practicum report was submitted by Fran Orenstein under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Child and Youth Studies and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

Dec. 10, 1991
Date of Final Approval of Report

June S. Delano
June Delano, Ph.D., Adviser

ACKNOWLEDGEMENTS

The writer would sincerely like to thank Dr. June Delano, practicum advisor, for her wonderful guidance and warm, caring assistance on this project. It was a pleasure to share her knowledge and expertise. A special thank you to Roberta W. Francis, Director of the New Jersey Division on Women for her support throughout the implementation of this practicum. Thanks to my wonderful friends Pat Brasher (cluster 36) and Selma Goore (cluster 44) for their comfort through the highs and lows of these times. Finally, thank you to my family for always being there: to my daughter Susannah for proofreading the documents, to my son Peter for his moral support, to my son James for his computer expertise and for going to the ends of the earth to track down a pivotal article for me, and to my cousin Edna Steinhandler who retrieved the article from its only source within 250 miles, the library at the College of Staten Island.

TABLE OF CONTENTS

Page

ACKNOWLEDGEMENT..... iii

TABLE OF CONTENTS..... iv

ABSTRACT..... vi

Chapter

I INTRODUCTION..... 1

Description of Work Setting and Community..... 1
Writer's Work Setting and Role..... 2

II STUDY OF THE PROBLEM..... 3

Problem Description..... 3
Problem Documentation..... 3
Causative Analysis..... 5
Relationship of the Problem to the Literature..... 6

III ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS..... 14

Goals and Expectations..... 14
Expected Outcomes..... 14
Measurement of Outcomes..... 14

IV SOLUTION STRATEGY.....16

Discussion and Evaluation of Solutions..... 16
Description of Solution Selected..... 18
Report of Action Taken..... 20

V RESULTS, DISCUSSION AND RECOMMENDATIONS..... 24

Results..... 24
Discussion..... 26
Recommendations..... 28
Dissemination..... 28

REFERENCES..... 31

Appendices

A SURVEY ON STAFF TURNOVER 36

B FOLLOW-UP QUESTIONNAIRE..... 38

C FOLLOW-UP SURVEY..... 40

D PROGRAM AGENDAS.....42

E LIST OF MATERIALS.....45

ABSTRACT

Implementation of an Intergenerational Program to Reduce Staff Turnover and Increase Qualified Personnel in Preschool Programs. Orenstein, Fran M., 1990: Practicum Report, Nova University, Ed.D. Program in Child and Youth Studies. Intergenerational/child care/preschool/day care/ older adults/job satisfaction/staff turnover/staffing.

The purpose of this practicum was to offer intergenerational programming as an alternative solution to the problem of high job turnover, low staff retention, and lack of qualified personnel to fill vacancies in preschool programs.

One county was chosen as the focus for the program and three seminars were designed to introduce the concept to preschool administrators and to motivate and educate older adults to the idea of working or volunteering as child care workers. Community agencies and resources were identified as co-sponsors for the project. Brochures and flyers were sent out through these agencies to child care administrators and senior citizens in the county. Speakers and presenters were engaged to provide information on intergenerational programs, the need for such programs, training, recruitment, and personal experiences.

The results of the practicum were encouraging. All of the objectives were met in a satisfactory manner. Twenty four older adults attended two seminars and their feedback and interest in child care as a option for volunteer or paid employment illustrated the viability of this program. Child care administrators who attended the two seminars also expressed an interest in using older adults as child care workers in their programs or as family day care providers.

****

Permission Statement

As a student in the Ed.D. Program in Child and Youth Studies, I do (✓) do not ( ) give permission to Nova University to distribute copies of this practicum report on request from interested individuals. It is my understanding that Nova University will not charge for this dissemination except to cover the costs of microfiching, handling, and mailing of the materials.

12-2-91
(date)

Fran Orenstein
(signature)

CHAPTER I

INTRODUCTION

Description of Community

The work setting is a small state agency on the division level, whose mission is to improve the lives of women throughout the state. Although the agency addresses problems on a statewide basis, the writer has chosen for this practicum the second largest county, situated along the Atlantic Ocean in the central part of the state. The county is 634.36 square miles and has a population of 433,203. There are 98,165 children under the age of eighteen. This county has the highest number of senior citizens in the state, 84,596 living in 60 adult communities. It is the primary retirement area because of its easy access to beaches and Atlantic City resorts. According to the county offices, there is an expected growth rate in the population of 36.1% by the year 2000. Currently, there are 49 licensed child care centers in the state, one large military child care program, several religiously affiliated centers, 250 registered family day care providers, and several hundred family day care providers who are not registered. There is also a significant growth in school-age child care programs with a strong county coalition.

Writer's Work Setting and Role

The writer is a program development specialist within the division, whose function is to design, develop, implement, and carry through programs that meet the needs of women in the state to improve their economic, social and emotional situation. Some of the programs offered through the agency are violence against women, displaced homemakers, hispanic women, non-traditional careers, women with disabilities, women and aids, women and alcohol, and child care. The writer creates and maintains programs in the areas of women and disabilities and child care. She belongs to a number of organizations, local and national, that deal with different aspects of child care and children's needs. The writer provides technical assistance and information to the public on a statewide basis on these issues, particularly in the area of employer supported child care.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

There is high turnover among the staff of child care centers and lack of qualified personnel to fill their vacated positions quickly. Teacher aides leave after only a few months of employment and certified teachers leave to go into the public school systems, usually within the first year. The average child care provider works in one place less than three years. When a teacher aide or a teacher leaves it is often difficult to find a qualified replacement to fill the void in a reasonable time.

Problem Documentation

Evidence of this problem was supported by interviews, surveys, observation, statements by child care organizations, and newspaper articles. The county's lead child care agency and local resource and referral agency reported that there is high turnover among child care workers in the county and lack of qualified people to replace them. The writer surveyed 28 child care center directors on job turnover in their facilities during the past two school years (see Appendix A). Twenty five directors reported staff turnover between 1989 and 1991. This turnover was particularly prevalent among teacher

aides. A total of 56 staff persons within these 28 centers left during those two years.

Several statewide organizations have expressed concern over the issue of staff turnover and attraction of qualified personnel. The Child Care Advisory Council, a legislatively mandated child care advocacy body composed of child care professionals from government, organizations and the private sector, cited high staff turnover and lack of qualified personnel as one of its issues for study. Furthermore, at the May 1991 meeting the group had a panel presentation on quality of care issues, one of which dealt directly with the problem of the difficulty of retaining and attracting qualified staff.

The Task Force on Employer Supported Child Care has also placed this problem on its agenda as an issue of concern. It was a question asked by employers who were interested in establishing an on-site child care center for their employees. They were very concerned with the quality of care and stability of the employees, as the on-site center reflected the image of the company.

Members of the School Age Child Care Coalition and its county chapters have problems attracting qualified people willing to work in before and after school programs for children between the ages of six and thirteen.

The Wall Street Journal (1990, April 2) discussed the issue of the economics of child care and its impact on

the workers. The Home News (1989, August) noted the problem of high staff turnover and cited reasons and solutions. The New York Times (1988, May 29) expounded on the shortage of qualified child care workers.

Causative Analysis

The writer believes that there are four causes for the stated problem. The first cause is that the child care field is not respected as a profession by other educators or by society. Within education there is a hierarchy of respect according to the age level taught, with the youngest age receiving the least respect. Society does not respect this profession because it is looked upon as women's work and babysitting.

Another reason is that child care workers traditionally earn the lowest salaries in the nation. They earn less than animal caretakers and parking lot attendants. Yet these are the people entrusted with the well-being and nurturance of the children of this country. The salary issue follows upon the poor attitude society takes of child care as a profession.

In addition to low salaries, child care workers receive no benefits, pension, vacation or sick leave. Again, this piggybacks upon low salaries and societal attitude toward the profession.

Finally, child care workers have poor attitudes toward their work as a profession and low job satisfaction. They have few extrinsic rewards such as good salaries, benefits and respect, but are expected to continue working out of intrinsic rewards such as loving children, or a natural affinity toward this work because they are women. Job satisfaction and self-respect require both extrinsic and intrinsic rewards.

Relationship of the Problem to the Literature

A review of the literature revealed that other professionals agree that there is high staff turnover in preschool programs and lack of qualified people to fill those positions, which impacts directly on quality of care. Granger (1989), Lindsay and Lindsay (1987), and the National Association for the Education of Young Children (NAEYC 1990) discuss the causes of high staff turnover and the lack of qualified personnel. They also propose that this has a detrimental effect for child care programs.

Other literature also supported the problem of high staff turnover and lack of qualified personnel in preschool programs and the impact on quality. Hayes, Palmer and Zaslow, Eds. (1990) state that turnover is "twice the average for all employed persons" (p. 239). There is an annual turnover rate of 41% (Granger, 1984, Jensen & Chevalier, 1990, and Whitebook, Howes, & Phillips, 1989)

and an increase in turnover of 26% since 1977 (The Children's Defense Fund, [CDF], 1991). Galinsky (1990) declares that there are "staffing shortages" in programs on a national scale (p. 35).

Qualified people are not attracted to the field and replacements are not always available (Lindsay & Lindsay, 1987). Furthermore, teachers who quit during the school year leave gaps in the staff (Granger, 1989 and Whitebook, et al., 1989). This means that other teachers must take over the work of the person who left, adding to their own workload (Jensen & Chevalier, 1990 and Aitken, 1989). Teachers with better qualifications such as higher educational backgrounds have "more positive adult-child interaction" and "provide(d) more sensitive and appropriate caregiving" (Whitebook, et al., 1989, p. 112). It has been noted that children lose trust in their caregivers because they lose the continuity of one teacher and must also accommodate to new routines (Aitken, 1989 and Jensen & Chevalier, 1990). In addition, high staff turnover critically impacts on children's development socially, emotionally, and linguistically according to NAEYC (1990) and Whitebook, et al. (1989). The latter authors further state that high staff turnover reduces children's socialization time and they spend "more time in aimless wandering" (p. 110).

The literature revealed several causes, among which is the substantiation of societal attitudes as one cause of the problem. Educators believe that the most capable people teach the higher grades, which places preschool teachers at the bottom end of the salary scale and level of respect (Fennimore, 1989 and Jensen & Chevalier, 1990). Early childhood education programs are still housed in the home economics department of many colleges (Jensen & Chevalier, 1990). They further state that women are pushed into the field in college because of the attitude that they "probably couldn't make it academically any place else" (p. 20).

Modigliani (1988) and Whitebook, et al. (1989) assert that preschool teaching is still linked with motherhood, resulting in the attitude that mothers have been caring for children for free at home, and that preschool is just a continuation of home care. Society feels that since women are biologically fitted to provide child care they should work with young children out of love and do not need to get paid for it (Hayes, 1990, Ranck, 1990, and Whitebook, et al., 1989). Jensen and Chevalier (1990) also suggest that society sees the profession of child care as an "extension of motherhood" (p. 34). Lindsay and Lindsay (1987) declare that to society day care is just babysitting, and Jensen and Chevalier (1990) refer to the viewpoint that chid care does not make the leap from "babysitter to educator" (p. 34).

Ranck (1990) sees this as society's "logical extension" (p. 1) which connects children and women.

Child care professionals earn less than parking lot attendants or animal caretakers, placing less value on children than on cars and animals (Jensen & Chevalier, 1990). Lindsay & Lindsay (1987) and Modigliani (1988) feel that children are not considered important in this society, perhaps because they don't vote or spend money. This is referred to by NAEYC (1990) as a "chronic indifference toward young children" (p. 30) which carries over to jobs that involve children as not important. Fennimore (1989) suggests that early childhood education is looked upon as a "semi-profession" because caregivers are women who are not career-minded and who are only working for extra money (p. 199). This author also refers to the "myth" of the "romantic image of a selfless sacrifice connected with those who work with children" (p. 10).

The literature further discussed low salaries as a cause of the problem. Aitken (1989) cites low salaries as the primary reason given for leaving a job. Child care providers earn less than poverty level and because of inflation they actually earn less today than they did 15 years ago (Hayes, et al., 1990 and Whitebook, et al., 1989). Aitken (1989) says that "directors with over 11 years experience in early childhood education [degree

required], earn about $1,000 less than a beginning public school teacher in New Jersey". Fuchs (1990) says that preschool teachers earn less than one-half the salaries of public school teachers. Teachers with degrees leave as soon as they can get better paying jobs in public school (Jensen & Chevalier, 1990).

According to Whitebook, et al. (1989) the "average hourly wage in 1988 was $5.35 an hour, which is an annual income of $9,363 for full-time [35 hours/50 week year-round employment]" (p. 10). The question then arises as to the link between salary and women's work. Modigliani (1988) states that women make up 95% of preschool teachers, and jobs that are predominately filled by women usually have low status and salaries, a view also carried by Fennimore (1989 and Fuchs and Coleman (1990). Willer (1990) asserts that those who work with children are undervalued as far as pay scales go.

Another reason for low salaries is expressed by Grubb (1989), Modigliani (1988), and Fuchs and Coleman (1990) who point out that regulations require a low staff-child ration, four-to-one, or six-to one, which does not bring in enough money to cover a higher salary for the teacher. This is especially relevant when compared to public schools which may have between 20 and 40 students per teacher for whom they receive funding.

Fuchs and Coleman (1990) also state that preschool teachers often work part-time and earn less money when computed on an annual basis, approximately $6,900 a year. They also feel, along with Grubb (1989 and Modigliani (1988) that center directors must consider a number of cost factors before they can determine salaries, such as supplies, insurance, taxes, and cost per child, as measured against income per child. Therefore, salaries are usually the first cost to suffer because they constitute over 60% of the overall cost of child care (Fuchs, 1990 and NAEYC, 1990). Fuchs (1990) further equates salaries to supply and demand according to the amount parents are willing and able to afford for child care. Payment for child care usually comes out of a woman's salary and since women earn less money to begin with, they cannot afford to pay more to cover higher salaries (NAEYC, 1990, Fennimore, 1989, and Jensen & Chevalier, 1990).

Many writers on this subject addressed lack of benefits as a cause of high job turnover. Child care workers receive little or no benefits (Aitken, 1989, CDF, 1991, Hayes, et al., 1990, Howes & Phillips, 1989, and NAEYC, 1990). According to national figures, 54% of salaried employees had employer-paid health insurance, while only one-third of the child care workers received such benefits (Perreault, 1990 and Whitebook, et.al, 1989). Whitebook, et al. (1989) further states that less than one-quarter had life

insurance and 17% had a retirement plan. Additionally, the authors iterate that 43% of preschool teachers had no sick leave and two-thirds had no paid holidays or vacations. The most common benefit according to Whitebook, et al. (1989) is reduced-fee for the employee's child and that was often resented by other workers who had no young child themselves.

Finally, the literature addressed the issue of teachers' attitudes and job satisfaction as a cause of job turnover. Whitebook, et al. (1989) claims that job satisfaction depends upon whether teachers view the job as a career or just a job. Those who view it as a job were more satisfied. These authors also state that teachers consider "salaries to be unfair when considering the demands of the work" (p. 58). Teachers, according to Whitebook, et al. (1989) suggest that salaries and benefits should be increased and "recommend raising society's respect for child care work" (p. 58).

Child care workers do not have prestige, financial rewards, or job security. They may also perceive themselves as professionals, but do not believe that others see them in the same way. Child care workers are "less satisfied with their jobs than workers in other occupations, especially with pay, security and fringe benefits" (Lindsay & Lindsay, 1987, p. 102). Strickland and Reynolds (1989) avow that child care workers are less than enthusiastic in

continued training in early childhood development, believing that the years they spent raising their own children gave them expertise in preschool teaching. Ranck (1990) agrees that in this respect child care providers, who are predominately women, "have not made the transition from personalized, familial child-rearing to the professional delivery of child care and early education programs" (p. 1).

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The goal of this practicum was to educate child care directors and management people to the issues of job retention and the attraction of qualified personnel. An additional goal was to facilitate an increase in staff retention and the availability of quality staff in the county's preschool programs.

Expected Outcomes

1. Child care program directors and resource and referral management staff would understand the problem, its causes and solutions.

2. Older adults would gain knowledge of child care as a career choice.

3. Child care program directors would be able to fill vacancies with qualified employees or volunteers.

Measurement of *Outcomes*

A follow-up survey (see Appendix B) was presented to child care program directors for their observations on the solution to the problem after implementation. Included

in this questionnaire were items on their perceptions of the issue before and after implementation, attitudinal changes, differences in level of knowledge, and what steps they have taken or expect to take toward the solution.

After implementation, a follow-up survey (see Appendix C) was presented to older adults to measure their level of knowledge on child care as a career and their interest in working or volunteering in child care programs. .

Telephone calls were made to child care providers to determine if older adults were hired or taken on as volunteers.

CHAPTER IV

SOLUTION STRATEGY

There is high turnover among the staff of child care centers and lack of qualified personnel to fill these vacant positions quickly.

Discussion and Evaluation of Possible Solutions

Fleischer (1985) suggests that child care workers themselves must rely on personal feelings of professional pride for job satisfaction. Jensen and Chevalier (1990) support this idea that workers must accept a standard of professionalism and define teaching as a technical field that requires expertise, standards, and mandates. Teachers need involvement in professionalism in dress, inclusion in planning, and professional interaction with parents (Morris, 1989).

Additionally, this author, along with Fleischer (1985), Kingsley and Cook-Hatala (1988), believes that directors can provide opportunities for professional courses and training opportunities for their staff. Fleischer (1985) further shows that increased job satisfaction which reduces staff turnover is due to the interest of the director in the worker's career development, including training and feedback.

It is important for directors to give staff members feedback to increase self-esteem and enhance job performance (Kingsley & Cook-Hatala, 1988, Morris, 1989, and Stremmel & Powell, 1990). Stremmel and Powell (1990) further suggest that directors, supervisors and workers set up a system to exchange information because such interaction leads to job satisfaction. They continue, along with Kingsley and Cook-Hatala (1988), that job satisfaction is related to input in decisions that involve their work, suggesting that directors include staff in decision-making and encourage input at staff meetings.

There is a link between the lack of quality child care due to insufficient child care workers and high turnover in the field and the use of older adults as child care providers (Cantor, 1988, Eastman, 1989, Kaufman, 1991, Liederman, 1991, Mancuso, 1989, Miller, 1986, Murphy, 1984, 1986, Peet, 1989, Staff, 1989, Stephenson-Krivet & Berry, 1988, and Weaver, 1988). There is also the theory that changing demographics suggests a solution to the problem (Donovan, 1984, Dychtwald, 1990, Galinsky, 1989, Jessup & Greenberg, 1989, Kieffer, 1984, Moon & Hushbeck, 1989, Parnes, 1989, and Winkelstein & Olson, 1985). These writers feel that there is a growth in the numbers of young children of the baby boom generation who need child care, a reduced number of younger workers, and an increased number of senior citizens who are willing and able to work. There

is indication that the older population is underutilized in the job market and can mesh well into the child care workforce where there is currently a shortage of qualified workers.

Couper, Sheehan, and Thomas (1991), Fogel (1985), Lyons (1986), Mississippi Governor's Office (1984), Newman (1989), Powers, Bailey-Hughes, and Ranft (1989), and Ventura-Merkel, Liederman, and Ossofsky (1989) all cite the positive interaction between young children and older adults. They see benefits to both generations from such interaction because children learn to understand and accept the elderly and do not develop stereotypes. Older adults feel worthwhile and fulfilled, their self-esteem is enhanced, and they can contribute to society without being a burden. With today's extended family all but vanishing, older adults can serve as surrogate grandparents to young children.

Other ideas were generated such as using older adults as volunteers to supplement the child care workforce and reduce stress to providers. Older adults with special talents and abilities can be brought in to provide special programs and can be used as tutors in before- and after-school programs to increase literacy.

Child care providers can unionize to improve salaries, benefits, leave, and working conditions.

Description of Selected Solution

Using older adults as child care providers was a feasible solution to resolve the problem. There were resources to implement such a program in the required three month time frame within the locality previously described. Information and technical advice was provided to child care center directors, the resource and referral agency, and the school age child care program directors on the efficacy of using older adults in their programs. Motivational programs, information, and resources were presented to older adults on the positive aspects of working or volunteering as child care providers. Older adults had the opportunity to meet with child care providers to help match them to programs on a paid or volunteer basis.

This solution worked because this county has the highest population of older adults in the state and a survey of licensed child care center directors in the county revealed that none of them are currently using older adults as staff. The survey further showed that many do not know about intergenerational programming. A preliminary discussion with the lead child care agency that registers family day care providers elicited the fact that there is only one family day care provider over age 55 out of 250 registered in the county. In the survey, all center directors expressed interest in intergenerational

programming and in attending a seminar on the subject. Initial contact with the lead child care agency indicated that they would be interested in training and registering older adults as family day care providers. The military installation in this county has a very successful intergenerational child care program and was willing to share their experiences with other providers in the county.

Report of Action Taken

A meeting was initiated with a representative from the Division on Aging to involve that agency in a partnership because their representative had access to the senior population in the county.

A meeting was held with the lead child care agency in the county and the chairperson of the school-age child care coalition in the county to enlist their support for the project.

Contact was made with the County Office on Aging to obtain their support for the project, because they were the agency that was able to disseminate the mailings to the senior population.

Dates were set and sites were located for three half-day seminars to provide information on intergenerational programming. One seminar was

designed to address the needs of the child care providers in the county. Speakers were contacted to present information on dispelling myths about hiring older adults, training and recruitment programs, and personal success stories. Two seminars were created to address the needs of the senior citizens in two different parts of the county [for transportation reasons]. Speakers were secured to present success stories, motivational material, and technical information on income, working conditions, and transportation.

Interested child care providers and the resource and referral agency were asked to set up tables at the seminars for the older adults to give them more information on their individual programs and hiring practices. The intention of these exhibits was to encourage centers to hire those older adults who express an interest and for the resource and referral agency to recruit family day care providers.

A plan for the first seminar for child care providers was devised. Presentations were finalized, speakers were contacted, a brochure was designed announcing the seminar and sent to the printing office.

The brochure was mailed to all licensed child care centers in the county, the lead child care agency, non-licensed centers that are military or religiously affiliated, and school-age child care programs. Confirmation letters were sent to the presenters.

Plans for the first seminar were finalized with presenters, the site and the involved agencies. RSVP's were received and counted. Inserts for the seminar brochures were copied and equipment and materials were assembled.

The first seminar for providers was scheduled for September 23rd. Preliminary planning for the next two seminars for older adults also took place at this time. Presentations were defined, speakers were contacted and a flyer announcing the seminars was designed and sent to the printing office (see Appendix E).

A discussion of the results of the first seminar was held to determine successes and areas to be refined. Flyers announcing both seminars for older adults were mailed to the County Office on Aging and other related organizations who work with older adults for dissemination to the public (see Appendix E). Confirmation letters were sent to presenters.

Plans for the second seminar were finalized regarding refreshments, site and involved agencies. Confirmation letters to presenters and speakers for the second seminar were sent. Materials and equipment were gathered.

The first seminar for older adults was held on October 10th. It was reviewed for successes and areas that need change. Such changes as deemed necessary were implemented for the second seminar.

Finalization of plans for the second seminar for older adults was implemented during this week. Materials and equipment were gathered.

The second seminar for older adults was held on October 23rd. In the remaining time an evaluation of the efficacy of the seminars was made through review and analysis of the questionnaires for seminar attendees. Determination was made for the value of future seminars of this nature in other counties in the state. Follow-up was made with attendees to ascertain if any older adults were hired or brought on as volunteer workers in child care programs.

Letters of thank you were sent to all the presenters, speakers, contributing agencies, and host facilities.

CHAPTER V

RESULTS, DISCUSSION AND RECOMMENDATIONS

Results

The problem in the work setting was a high turnover rate of child care providers and a lack of qualified personnel to replace them in a timely manner. The causes of this problem were well documented on a local and national level as low compensation, lack of benefits, and lack of prestige due in part to societal and political attitudes toward the care of children.

The solution was to introduce intergenerational programming to one county which had a large senior citizen population and documented high turnover in child care workers. Three seminars were scheduled between September and November to introduce the concept of intergenerational child care to providers and older adults. Presentations were prepared outlining the causes of the problem and offering an explanation of the solution. Information was provided on hiring practices and training programs as well as the benefits of using older adults in child care programs (see Appendix D).

Three objectives were designed to fulfill the goal of this project.

Objective I: Information would be disseminated to child care program directors and resource and referral management staff to assist them in understanding the problem, its causes, and solutions. A seminar was scheduled to meet this particular objective, but was cancelled due to lack of attendance. Follow-up telephone calls to a random sampling of centers showed an interest, but inability to attend for the very reason the seminar was established, shortage of personnel. Directors were unable to leave their programs because they were covering classes and were unable to bring in substitute teachers either due to lack of qualified teachers or because of economic reasons. An alternative method was designed to disseminate the information. Mailings were sent to every licensed child care center in the county containing articles and information on intergenerational programming. An invitation was also issued to attend the two subsequent seminars.

Objective 2: The second objective addressed informing older adults about intergenerational child care. Two seminars were developed to accomodate the transportation needs of the seniors in this large county. The assistance of the county office on aging was enlisted. They advertised

the programs, sent out mailings, and received the RSVP telephone calls. These seminars were attended by several dozen older adults and a number of child care center directors. The programs included information on working in a child care setting, training programs, hiring practices, and what benefits intergenerational programs have for older adults and children (see Appendix D).

Objective 3: The third objective addressed the use of older adults to fill vacancies as paid employees or volunteers. Networking time was allotted at each of the seminars for the older adults to speak to the child care providers and the resource and referral agency who attended. Twenty seniors expressed interest in training to become family day care providers or volunteering in centers or in school age child care programs.

Discussion

Based on the initial survey of child care programs, it was determined that there was a need for qualified personnel who are stable in the workforce. Follow-up with child care directors who were unable to attend the first seminar elicited interest and legitimate reasons for not attending. Each senior participant was given a list of all the licensed centers in the county and it was suggested that they contact a center near their residence and offer

their volunteer services to the director. The resource and referral agency has agreed to set up a training program for the seniors at no expense to the program directors. The training would be funded through a grant program from the Division on Aging.

Older adults who attended the seminars were very enthusiastic about working as child care providers. Their responses on the surveys were both knowledgeable and positive. Fourteen surveys were turned in and all fourteen expressed an understanding of the staffing problems in child care programs. Some expressed concern for the welfare of children and families, "working parents need help in rearing their children for a better life", "children should feel wanted", "a child has to feel some one cares", "child care workers can provide a loving acceptance for the child at his/her level of abilities".

Several participants said they were not aware of the role older adults can play in child care programs, but were educated by the presentations and the videos.

Telephone calls continued to come in to the office on aging and the resource and referral agency from older adults who were unable to attend the seminars, but who had read about the programs in the newspaper (see Appendix E), or learned about them from other seniors in their community.

Participating agencies such as Green Thumb brought groups of people from their programs to the seminars. The two facilities were very cooperative and made everyone feel very welcome. There was an overall feeling of success and satisfaction after the seminars, and continued positive feedback followed for the next month.

Recommendations

It is recommended that this program be instituted in other counties in the state. However, based on the lack of attendance by child care providers, it is suggested that these programs be targeted to specific large programs that express an interest. It is further suggested that one seminar that encompasses both child care providers and older adults be sufficient in each target area. That will provide maximum coverage to both populations and permit extensive networking between older adults and directors of programs.

Dissemination

Information on this program has been shared with colleagues in the immediate workplace and those who work on child care issues in other state agencies. As a result of this sharing, requests have been received for two seminars for school-age child care programs in the largest urban area of the state and an affluent suburban area.

The results of this practicum will be shared with the statewide Child Care Advisory Council which encompasses over twenty organizations throughout the state that deal with child care and child-related issues.

REFERENCES

Aitken, L. (1989). Child care programs salary survey: a descriptive report. A project of the New Jersey Statewide Coalition for Child Care.

Cantor, C. (1988, May 29). Old aid young and visa versa. The New York Times. p. 4.

CDA Council. (1991). Child development associates packet of information. Washington, D.C.

Children's Defense Fund. (1991). The state of America's children. Washington, D.C.: CDF, 41.

Couper, D.P., Sheehan, N.W., & Thomas, E.L. (1991). Attitude toward old people: the impact of an intergenerational program. Educational Gerontology, 17. 41-53.

Donovan, R.J. (1984, February-March). Planning for an aging work force. Aging. (343). pp. 4-7.

Dychtwald, K. (1990, Winter). Youth and age together. School Safety. 5-7.

Editor. (1986, November-December). Diverse programs nationwide lead to beneficial exchange. Perspective on Aging, 15(6). 10-13.

Eastman, P. (1989, January). Child care field seeks older hands. AARP News Bulletin, 31(1). pp. 1,12.

Fennimore, B.S. (1989). Child advocacy for early childhood educators. New York: Teachers College Press.

Fleischer, B.J. (1987, Summer). Identification of strategies to reduce turnover among child care workers. Child Care Quarterly, 14(2), 131-139.

Fogel, L. (1985). Keeping in step with the very young and the very old. In K.A. Struntz & S. Reville (Eds.), Growing Together: An Intergenerational Sourcebook. (pp. 42-43). Washington, D.C.: American Association of Retired Persons.

Fuchs, V.R. (1990, April 2). Economics applies to child care too. The Wall Street Journal, p. A14.

Fuchs, V.R., & Coleman, M. (1990, November 12). Unpublished manuscript.

Galinsky, E. (1989). a case for intergenerational child care. Journal of Children in Contemporary Society, 20(3-4). 239-243.

Galinsky, E. (1990). The costs of not providing quality early childhood programs. In B. Willer (Ed.), Reaching the Full Cost of Quality in Early Childhood Programs (pp. 27-40). Washington, D.C.: National Association for the Education of Young Children.

Granger, R.C. (1989, October). The staffing crisis in early childhood education. Phi Delta Kappan, 71(2), 130-134.

Hayes, C.D., Palmer, J.L., & Zaslow, M.J. (Eds.). (1990). Who cares for America's children?. Washington, D.C.: National Academy Press.

Jensen, M.A., & Chevalier, Z.W. (1990). Issues and advocacy in early education. Boston: Allyn/Bacon.

Jessup, D., & Greenburg, B. (1989, Spring). Innovative older worker programs. Generations, 13(3). 23-27.

Kaufman, M. (1991, May 19). a natural choice for day-care. The Philadelphia Inquirer, p. 4-B.

Kieffer, J. (1984, February-March). New roles for older workers. Aging, (343). pp. 11-16, 47.

Kinglsey, R.F., & Cook-Hatala, C. (1988, Winter). A survey of child care workers: implications for administrators regarding job stress and satisfaction. Child and Youth Care Quarterly, 17(4), 281-287.

Liederman, D. (1991, Winter). At- risk families: intergenerational programs can help. Exchange, (6). pp. 1-7.

Lindsay, P., & Lindsay, C.H. (1987, Summer). Teachers in preschools and child care centers: overlooked and undervalued. Child and Youth Care Quarterly, 16(2), 99-105.

Mancuso, D. (1989, August). Senior citizens start new careers in day-care field. Home News, pp. B1, B4.

Miller, M.J. (1986, December). Elderly persons as intergenerational child care providers. Journal of Employment Counseling, 23(4). 156-162.

Mississippi Governor's Office of Human Development Commission for Children and Youth. (1984, July). Family day care networking project. (grant 90-CJ-54). Jackson.

Modigliani, K. (1988, March). Twelve reasons for the low wages in child care. Young Children, 43(3). 14-15.

Moon, M., & Hushbeck, J. (1989, Spring). Options for extending work life. Generations, 13(2). 27-30.

Morris, S. (1989, October). Recognition for a job well done: increasing respect for teachers. Child Care Information Exchange, 69, 15-17.

Murphy, M.B. (1984). Child care. Taken from A Guide to Intergenerational Programs, National Association of State Units on Aging. Washington, D.C.

Murphy, M.B. (1986, November-December). Merging needs and resources: a tight, neat fit. Perspectives on Aging 15(6), 8-10.

National Association for the Education of Young Children. (1990, July). Position statement on guidelines for compensation of early childhood professionals. Young Children, 46(1), 30-32.

Newman, S. (1989, March 4). Who will care for our children? Paper presented at the annual meeting of the Association for Gerontology in Higher Education, Tampa, FL.

Parnes, H. (1989, Spring). Postretirement employment: how much is there? how much is wanted?. Generations, 13(2) 23-26.

Peet, J. (1981, January 17). Seniors labor for love. The Star Ledger, pp. 43, 52.

Perreault, J. (1990, October). Improving employee benefits: doing the right thing. Child Care Information Exchange, 75, 35-38.

Powers, W.G., Baily-Hughes, B., & Ranft, M. (1989). Involving the elderly in elementary education. Educational Gerontology, 15, 481-487.

Ranck, E.R. (1991). The roles of women in early childhood education: how myths become reality. Paper presented at conference Celebration of Our Work, Rutgers University, New Brunswick, NJ.

Staff, (1989, Spring). They call her 'grandma'. DCA Advisor, p. 1.

Stephenson-Krivet, S.M. & Berry, D.W. (1988). Bridging generations in Union City. New Jersey Municipalities Building Today for New Jersey's Tomorrow. 73rd Annual League Conference.

Stremmel, A.J., & Powell, D.R. (1990, Winter). The relationship of classroom-focused information and self-perceived effectiveness to job satisfaction among child care workers. Child and Youth Care Quarterly, 19(4), 239-251.

Strickland, J., & Reynolds, S. (1989, December). You gotta catch fire before you can burn out. Child Care Information Exchange, 70, 3-6.

Ventura-Merkel, C., Liederman, D.S., & Ossofsky, J. (1989). Exemplary intergenerational programs. Journal of Children in Contemporary Society, 20(3-4), 173-180.

Weaver, Peter. (1988, November 27). Getting paid to be grandparents. Daily Record.

Whitebook, M., Howes, C., & Phillips, D. (1989). Who cares? child care teachers and the quality of care in America. National Child Care Staffing Study. Oakland: Child Care Employee Project.

Willer, B. (1990). The full cost of quality must be paid. In B. Willer (Ed.) Reaching the Full Cost of Quality in Early Childhood Programs. (pp. 1-7) Washington, D.C.: National Association for the Education of Young Children.

Winklestein, E., & Olson, G. (1985). A community/university day care training model: a bilingual, intergenerational approach to adult learning. In K.A. Struntz & S. Reville (Eds.) Growing Together: An Intergenerational Sourcebook (pp. 41-42). Washington, D.C.: American Association of Retired Persons.

APPENDIX A

SURVEY ON STAFF TURNOVER

NAME OF CENTER_____

ADDRESS_____

TELEPHONE_____CONTACT PERSON_____

TYPE OF PROGRAM_____

NUMBER OF CHILDREN_____

TOTAL STAFF_____

JOB CATEGORIES_____ _____

_____ _____

_____ _____

NUMBER OF STAFF LEAVING BETWEEN 9/89 AND 5/90_____

NUMBER OF STAFF LEAVING BETWEEN 9/90 AND 5/91_____

JOB CATEGORIES WITH HIGHEST TURNOVER_____

_____

REASONS GIVEN FOR RESIGNATIONS:

1._____ 4._____

2._____ 5._____

3._____ 6._____

HAVE YOU EVER USED OLDER ADULTS AS CHILD CARE PROVIDERS?___

WOULD YOU BE INTERESTED IN ATTENDING A SEMINAR ON

INTERGENERATIONAL PROGRAMMING?_____

COMMENTS_____

_____

_____

_____

_____

_____

APPENDIX B

FOLLOW-UP QUESTIONNAIRE

Your input into this program is very important.
Please answer the following questions before the seminar:

I AM FAMILIAR WITH INTERGENERATIONAL PROGRAMMING

yes_____ no_____ comments_____
_____
_____

I BELIEVE OLDER ADULTS WOULD MAKE STABLE EMPLOYEES
yes_____ no_____ comments_____
_____
_____

I BELIEVE OLDER ADULTS WORK WELL WITH CHILDREN
yes_____ no_____ comments_____
_____
_____

I WOULD BE WILLING TO HIRE OLDER ADULTS
yes_____ no_____ comments_____
_____
_____

I WOULD BE WILLING TO USE OLDER ADULTS AS VOLUNTEERS
yes_____ no_____ comments_____
_____
_____

****

Please answer this question after the seminar:

HOW HAVE YOUR VIEWS OF OLDER ADULTS AS CHILD CARE PROVIDERS CHANGED AS A RESULT OF THIS SEMINAR?_____
_____
_____
_____
_____
_____
_____
_____
_____

The following information is optional:

NAME_____**TITLE**_____

ADDRESS_____
_____

TELEPHONE_(____)_____

APPENDIX C

FOLLOW-UP SURVEY

Your input into this program is very important. Please answer the following questions:

I UNDERSTAND THE STAFFING PROBLEMS CHILD CARE PROGRAMS ARE HAVING

yes_____no_____ comments_____
_____
_____

I UNDERSTAND THE IMPORTANCE OF THE CHILD CARE WORKER IN THE LIFE OF A CHILD

yes_____no_____comments_____
_____
_____

I UNDERSTAND THE REQUIREMENTS FOR WORKING AS A CHILD CARE PROVIDER

yes_____no_____comments_____
_____
_____

I UNDERSTAND THE DIFFERENT KINDS OF CHILD CARE: CENTER-BASED, FAMILY DAY CARE, AND SCHOOL AGE CHILD CARE

yes_____no_____comments_____
_____
_____

I WOULD LIKE TO WORK AS A CHILD CARE PROVIDER

yes_____no_____comments_____
_____
_____

HOW HAVE YOUR VIEWS CHANGED TOWARD CHILD CARE AND WORKING AS A CHILD CARE PROVIDER?_____
_____
_____
_____
_____

Optional:

Name_____Telephone_____

APPENDIX D

PROGRAM AGENDAS

OLDER ADULTS: AN UNTAPPED RESOURCE
Thursday, October 10,1991

9:00.....Registration and Refreshments

9:30.....Welcome:

9:45.....Keynote Address: "Child Care Needs in New Jersey"

10:00.....The Older Worker - Personal Experiences:

10:15.....Video Presentation: "The Best of You...The Best of Me"

10:30.....Break

10:45.....Panel Discussion:
The Benefits, Contributions, and Structure of
Intergenerational Child Care Programs

11:15.....Training for Child Care Providers

Finding jobs in Child Care

11:45.....The Benefits of Volunteerism

12:00.....Closing Remarks
Fran Orenstein, Program Development Specialist
New Jersey Division on Women

12:10.....Questions and Answers/Networking

Sponsored By:

OLDER ADULTS: AN UNTAPPED RESOURCE
Tuesday, October 22, 1991

9:00.....Registration and Refreshments

9:30.....Welcome:

9:45.....Keynote Address: "Child Care Needs in New Jersey"

10:00.....The Older Worker - Personal Experiences:

10:15.....Video Presentation: "The Best of You...The Best of Me"

10:30.....Break

10:45.....Panel Discussion:
The Benefits, Contributions, and Structure of
Intergenerational Child Care Programs

11:15.....Training for Child Care Providers

Finding Jobs in Child Care

11:45.....The Benefits of Volunteerism

12:00.....Closing Remarks
Fran Orenstein, Program Development Specialist
New Jersey Division on Women

12:10.....Questions and Answers/Networking

Sponsored By:

APPENDIX E

LIST OF MATERIALS

1. Seminar Brochure: Older Adults: An Untapped Resource.

2. Advertising Flyer: Are You 55 Plus?

3. Newspaper Article: Seniors Workers Get Paid In Love. Asbury Park Press. (1991, October 15).